

## TAX RELIEF FOR MARRIED AMERICANS

(Mr. WELLER asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. WELLER. Madam Speaker, let me ask a basic question of fundamental fairness: Is it right, is it fair, that under our Tax Code, 25 million married working couples on average pay \$1,400 more in taxes just because they are married?

Is it right that under our Tax Code that a husband and wife who are both in the workforce are forced to pay higher taxes if they choose to get married and the only way to avoid the marriage tax penalty is either to get divorced or just not get married?

Madam Speaker, that is wrong, and I am so proud this House of Representatives passed overwhelmingly legislation to wipe out the marriage tax penalty for 25 million married working couples. This week we are going to pass legislation, agreement with the House and Senate, which will wipe out the marriage tax penalty for 25 million married working couples. I was proud to see that every House Republican supported H.R. 6, and 48 Democrats broke with their leadership to support our efforts.

I want to extend an invitation to my Democratic friends on other side of the aisle to join with us and make it a bipartisan effort to eliminate the marriage tax penalty. It is unfair; it is wrong. It is wrong to tax marriage. Let us eliminate the marriage tax penalty.

## ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX, the Chair announces that she will postpone further proceedings today on each motion to suspend the rules on which a recorded vote or the yeas and nays are ordered or on which the vote is objected to under clause 6 of rule XX.

Any record votes on postponed questions will be taken after debate has concluded on all motions to suspend the rules, but not before 6 p.m. today.

## SENSE OF CONGRESS REGARDING IMPORTANCE AND VALUE OF EDUCATION IN UNITED STATES HISTORY

Mr. PETRI. Madam Speaker, I move to suspend the rules and concur in the Senate concurrent resolution (S. Con. Res. 129) expressing the sense of Congress regarding the importance and value of education in United States history.

The Clerk read as follows:

S. CON. RES. 129

Whereas basic knowledge of United States history is essential to full and informed par-

ticipation in civic life and to the larger vibrancy of the American experiment in self-government;

Whereas basic knowledge of the past serves as a civic glue, binding together a diverse people into a single Nation with a common purpose;

Whereas citizens who lack knowledge of United States history will also lack an understanding and appreciation of the democratic principles that define and sustain the Nation as a free people, such as liberty, justice, tolerance, government by the consent of the governed, and equality under the law;

Whereas a recent Roper survey done for the American Council of Trustees and Alumni reveals that the next generation of American leaders and citizens is in danger of losing America's civic memory;

Whereas the Roper survey found that 81 percent of seniors at elite colleges and universities could not answer basic high school level questions concerning United States history, that scarcely more than half knew general information about American democracy and the Constitution, and that only 22 percent could identify the source of the most famous line of the Gettysburg Address;

Whereas many of the Nation's colleges and universities no longer require United States history as a prerequisite to graduation, including 100 percent of the top institutions of higher education;

Whereas 78 percent of the Nation's top colleges and universities no longer require the study of any form of history;

Whereas America's colleges and universities are leading bellwethers of national priorities and values, setting standards for the whole of the United States' education system and sending signals to students, teachers, parents, and public schools about what every educated citizen in a democracy must know;

Whereas many of America's most distinguished historians and intellectuals have expressed alarm about the growing historical illiteracy of college and university graduates and the consequences for the Nation; and

Whereas the distinguished historians and intellectuals fear that without a common civic memory and a common understanding of the remarkable individuals, events, and ideals that have shaped the Nation, people in the United States risk losing much of what it means to be an American, as well as the ability to fulfill the fundamental responsibilities of citizens in a democracy: Now, therefore, be it

*Resolved by the Senate (the House of Representatives concurring), That it is the sense of Congress that—*

(1) the historical illiteracy of America's college and university graduates is a serious problem that should be addressed by the Nation's higher education community;

(2) boards of trustees and administrators at institutions of higher education in the United States should review their curricula and add requirements in United States history;

(3) State officials responsible for higher education should review public college and university curricula in their States and promote requirements in United States history;

(4) parents should encourage their children to select institutions of higher education with substantial history requirements and students should take courses in United States history whether required or not; and

(5) history teachers and educators at all levels should redouble their efforts to bolster the knowledge of United States history among students of all ages and to restore the vitality of America's civic memory.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Wisconsin (Mr. PETRI) and the gentleman from California (Mr. GEORGE MILLER) each will control 20 minutes.

The Chair recognizes the gentleman from Wisconsin (Mr. PETRI).

## GENERAL LEAVE

Mr. PETRI. Madam Speaker, I ask unanimous consent that all Members may have 5 legislative days within which to revise and extend their remarks on S. Con. Res. 129.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Wisconsin?

There was no objection.

Mr. PETRI. Madam Speaker, I yield myself such time as I may consume.

Madam Speaker, I rise today in support of Senate Concurrent Resolution 129, which is identical to House Concurrent Resolution 366, a resolution introduced in the House before the Independence Day recess.

I would like first to thank the gentleman from Texas (Mr. ARMEY), the House majority leader, and the gentleman from Pennsylvania (Mr. GOODLING), chairman of the House Committee on Education and Workforce, whose cooperation has expedited the consideration of this resolution. I would also like to thank Senators LIEBERMAN and GORTON for their support of this resolution and commend the Senate for passing it on the Friday before the 4th of July holiday.

I am pleased to be here today with my colleague from California as cosponsor to offer this resolution to draw attention to the troubling historical illiteracy of our Nation's next generation of leaders. Senate Concurrent Resolution 129 expresses the sense of Congress regarding the importance and value of education in American history.

The need for this resolution is demonstrated by a Roper Center survey commissioned by the American Council of Trustees and Alumni. The Roper Center surveyed college seniors from the Nation's best colleges and universities as identified by the U.S. News & World Report's annual college rankings.

Specifically, the top 55 liberal arts colleges and research universities were sampled during the month of December 1999. The results of this survey revealed that seniors from America's elite colleges and universities received a grade of D or F on history questions drawn from a basic high school exam. Seniors could not identify Valley Forge, words from the Gettysburg Address, or even the basic principles of the United States Constitution.

Despite this lack of knowledge, according to reports by the American Council of Trustees and Alumni, many of today's colleges and universities no longer demand that their students study U.S. history. Students can now

graduate from all of the top colleges and universities without taking a single course in U.S. history. At 78 percent of the institutions, students are not required to take any history at all.

Madam Speaker, I believe we should be alarmed by the findings of this study. When we lose our civic memory, when we lose our understanding of the remarkable individuals, events, and values that have shaped our experiment in self-government, we are losing much of what it means to be an American. We are losing sight of the responsibilities we share as citizens in a free democracy.

Having just celebrated the 4th of July, our Nation's day of independence and freedom, a day that evokes strong emotions and feelings of pride in our country, I believe it is particularly appropriate to emphasize our need to know and to understand U.S. history.

Madam Speaker, I include the following material for the RECORD:

[From the New York Times, June 28, 2000]

BASIC HISTORY TEST STUMPS MANY COLLEGIANS

WASHINGTON, June 27—Nearly 80 percent of seniors at 55 top colleges and universities, including Harvard and Princeton, received a D or an F on a 34-question high-school level test on American history.

More than a third of the students did not know that the Constitution established the division of power in American government, said the Center for Survey Research and Analysis at the University of Connecticut, which administered the test as part of a study to measure the teaching of American history.

Students were much more knowledgeable about popular culture—99 percent of the seniors tested identified "Beavis and Butthead" as "television cartoon characters."

But confronted with four options in a multiple-choice test, only 35 percent could name who was president when the Korean War began. And only 23 percent identified James Madison as the principal framer of the Constitution.

Asked the era in which the Civil War was fought, 40 percent did not know the correct period, 1850-1900.

Senator Joseph I. Lieberman, Democrat of Connecticut, said that he and other members of Congress would introduce resolutions calling on college and state officials to strengthen American history requirements at all levels of the educational system.

The study, sponsored by the American Council of Trustees and Alumni, found that none of the 55 institutions required American history for graduation. And only 78 percent of them required students to take any history classes, said Jerry Martin, one of the report's authors.

The history test was given by telephone to 556 college seniors chosen at random. The questions were drawn from a basic high school curriculum, and many had been used in the National Assessment of Education Program tests given to high school students.

[From the New York Times, July 2, 2000]

HISTORY 101: SNOOP DOGGY ROOSEVELT  
(By Scott Veale)

Listen up, class. We hate to spoil your holiday weekend, but an alarming new survey of American history knowledge—released just

days before Independence Day, no less—suggests that the nation is in desperate need of summer school. The report, sponsored by the American Council of Trustees and Alumni, a Washington-based nonprofit group that promotes liberal-arts study, posed 34 high-school level questions randomly to 556 seniors at 55 leading colleges and universities, including Harvard, Princeton and Brown.

Only one student answered all the questions correctly, and the average score was a sobering 53 percent—even with a couple of gimmes about cartoon characters and rap stars tossed in. But maybe it's not too surprising: according to the survey, none of the schools examined require American history courses for graduation.

So put down those tube steaks and sharpen your pencils. It's time to match wits with tomorrow's leaders.

1. When was the Civil War?

- a. 1750-1800
- b. 1800-1850
- c. 1850-1900
- d. 1900-1950
- e. after 1950

2. Who said "Give me liberty or give me death?"

- a. John Hancock
- b. James Madison
- c. Patrick Henry
- d. Samuel Adams

3. What is the Magna Carta?

a. The foundation of the British parliamentary system  
b. The Great Seal of the monarchs of England  
c. The French Declaration of the Rights of Man  
d. The charter signed by the Pilgrims on the Mayflower

4. The term Reconstruction refers to:  
a. Payment of European countries' debts to the United States after the First World War  
b. Repairing of the physical damage caused by the Civil War  
c. Readmission of the Confederate states and the protection of the rights of black citizens  
d. Rebuilding of the transcontinental railroad and the canal system

5. Are Beavis and Butthead . . .

- a. A radio show
- b. Television cartoon characters
- c. A musical group
- d. Fictional soldiers

6. The Scopes trial was about:

- a. Freedom of the press
- b. Teaching evolution in the schools
- c. Prayer in the schools
- d. Education in private schools

7. The Emancipation Proclamation issued by Lincoln stated that:

a. Slaves were free in areas of the Confederate states not held by the Union  
b. The slave trade was illegal  
c. Slaves who fled to Canada would be protected  
d. Slavery was abolished in the Union

8. The purpose of the authors of the Federalist Papers was to:

a. Establish a strong, free press in the colonies  
b. Confirm George Washington's election as the first president  
c. Win foreign approval for the Revolutionary War  
d. Gain ratification of the U.S. Constitution

9. Sputnik was the name given to the first:  
a. Telecommunications system  
b. Animal to travel into space  
c. Hydrogen bomb  
d. Man-made satellite

10. The Missouri Compromise was the act that:

a. Funded the Lewis and Clark expedition on the upper Missouri River  
b. Granted statehood to Missouri but denied the admission of any other states  
c. Settled the boundary dispute between Missouri and Kansas  
d. Admitted Maine into the Union as a free state and Missouri as a slave state

11. Which document established the division of powers between the states and the federal government?  
a. The Marshall Plan  
b. The Constitution  
c. The Declaration of Independence  
d. The Articles of Confederation

12. When was Thomas Jefferson president?

- a. 1780-1800
- b. 1800-1820
- c. 1820-1840
- d. 1840-1860
- e. 1860-1880

13. What was the lowest point in American fortunes in the Revolutionary War?

- a. Saratoga
- b. Bunker Hill
- c. Valley Forge
- d. Fort Ticonderoga

14. In his farewell address, President George Washington warned against the danger of:  
a. Expanding into territories beyond the Appalachian Mountains  
b. Having war with Spain over Mexico  
c. Entering into permanent alliances with foreign governments  
d. Building a standing army and strong navy

15. The Monroe Doctrine declared that:  
a. The American blockade of Cuba was in accord with international law  
b. Europe should not acquire new territories in Western Hemisphere  
c. Trade with China should be open to all Western nations  
d. The annexation of the Philippines was legitimate

16. Who was the European who traveled in the United States and wrote down perceptive comments about what he saw in "Democracy in America"?

- a. Lafayette
- b. Tocqueville
- c. Crevecoeur
- d. Napoleon

17. Identify Snoop Doggy Dog.

- a. A rap singer
- b. Cartoon by Charles Schultz
- c. A mystery series
- d. A jazz pianist

18. Abraham Lincoln was president between:

- a. 1780-1800
- b. 1800-1820
- c. 1820-1840
- d. 1840-1860
- e. 1860-1880

19. Who was the American general at Yorktown?

- a. William T. Sherman
- b. Ulysses S. Grant
- c. Douglas McArthur
- d. George Washington

20. John Marshall was the author of:

- a. Roe v. Wade
- b. Dred Scott v. Kansas
- c. Marbury v. Madison
- d. Brown v. Board of Education

21. Who was the "Father of the Constitution?"

- a. George Washington
- b. Thomas Jefferson
- c. Benjamin Franklin

- d. James Madison
22. Who said, "I regret that I have only one life to give for my country?"
- John F. Kennedy
  - Benedict Arnold
  - John Brown
  - Nathan Hale
23. What was the source of the following phrase: "Government of the people, by the people, for the people?"
- The speech: "I have a Dream?"
  - Declaration of Independence
  - U.S. Constitution
  - Gettysburg Address
24. Who was the second president of the U.S.?
- Thomas Jefferson
  - James Madison
  - John Adams
  - Benjamin Franklin
25. Who was president when the U.S. purchased the Panama Canal?
- Theodore Roosevelt
  - Jimmy Carter
  - Franklin D. Roosevelt
  - Woodrow Wilson
26. Who was the leading advocate for the U.S. entry into the League of Nations?
- George C. Marshall
  - Woodrow Wilson
  - Henry Cabot Lodge
  - Eleanor Roosevelt
27. Who said, "Speak softly but carry a big stick?"
- William T. Sherman
  - Sitting Bull
  - John D. Rockefeller
  - Theodore Roosevelt
28. The Battle of the Bulge occurred during:
- The Vietnam War
  - World War II
  - World War I
  - The Civil War
29. Which of the following was a prominent leader of the Abolitionist Movement?
- Malcolm X
  - Martin Luther King Jr.
  - W.E.B. Du Bois
  - Frederick Douglass
30. Who was the president of the United States at the beginning of the Korean War?
- John F. Kennedy
  - Franklin D. Roosevelt
  - Dwight Eisenhower
  - Harry Truman
31. When the United States entered World War II, which two major nations were allied with Germany?
- Italy and Japan
  - Italy and Poland
  - Italy and Russia
  - Russia and Japan
32. Social legislation passed under President Lyndon B. Johnson's Great Society program included:
- The Sherman Antitrust Act
  - The Voting Rights Act
  - The Tennessee Valley Authority
  - The Civilian Conservation Corps
33. Who was "First in war, first in peace, first in the hearts of his countrymen?"
- George Washington
  - Woodrow Wilson
  - Dwight Eisenhower
  - Abraham Lincoln
34. Who was the leader of the Soviet Union when the United States entered World War II?
- Peter Ustinov
  - Nikita Khrushchev
  - Marshal Tito
  - Joseph Stalin

[From the Washington Post, July 2, 2000]

NEGLECTING HISTORY . . .

(By David S. Broder)

A question for you before you set off your fireworks: Who was the American general at

Yorktown? You have four guesses: William Tecumseh Sherman, Ulysses S. Grant, Douglas MacArthur or George Washington.

When that question was asked late last year of 556 randomly chosen seniors at 55 top-rated colleges and universities, one out of three got it right. Stunningly, more of those about to graduate from great liberal arts colleges such as Amherst and Williams and Grinnell and world-class universities such as Harvard and Duke and the University of Michigan named Grant, the victorious general in the Civil War, than Washington, the commander of the Continental Army, as the man who defeated the British in the final battle of the Revolutionary War.

That was not the worst. Only 22 percent could identify the Gettysburg Address as the source of the phrase "government of the people, by the people, for the people." Most thought it came from the Declaration of Independence or the Constitution.

The results of this survey, using 34 questions normally asked of high school students, not elite college and university seniors, justify the term "historical illiteracy." That is what four members of Congress called the situation in a joint resolution they introduced last week warning that "the next generation of American leaders and citizens is in danger of losing America's civic memory."

Congress can do nothing but decry the situation. As Sen. Joe Lieberman of Connecticut, one of the sponsors, said, "We are not here to establish a national curriculum." But the challenge to parents and to educators is not to be ignored.

The college student poll was taken for a private group, the American Council of Trustees and Alumni. Its report makes two points: If these high school questions were used as a college test, 65 percent of the college students would flunk. Equally troubling, it said, none of the 55 elite colleges and universities (as rated by U.S. News & World Report) requires a course in American history before graduation.

This, I would add, despite the fact that it has been known for a long time that high school students aren't learning much about our history from their teachers. The most recent report from the National Assessment of Educational Progress (NAEP) was in 1994, and it too was devastating. That massive survey found that even though most students reported having taken American history in the eighth and 11th grades, little of it stuck. "Few students (11 percent) reached the proficient achievement level—defined as solid grade-level performance—and only 1 or 2 percent reached the advanced achievement level," the report said. Fully 57 percent of the high school seniors failed to demonstrate a basic level of understanding of American history and institutions—the lowest category in the test.

The Council of Trustees and Alumni, whose chairman is Lynne V. Cheney, is engaged in an ongoing debate with academics over a range of curriculum issues. But on this one, I found the heads of the major historical groups largely in agreement.

Dr. Arnita Jones, executive director of the American Historical Association told me, "Of course, students should be taking American history, and I would extend that to world history as well." But she said that on too many campuses, "resources are being pulled away from history and given to areas that seem to be more practical."

The reaction of Kenneth T. Jackson, the president of the Organization of American Historians and a professor at Columbia Uni-

versity, one of the elite schools whose students were surveyed, was more skeptical. He said, "The best colleges and universities have strong history departments and high enrollments. The smarter you are and the better college you attend, the more likely you are to take history."

But he said that in his first message to his fellow academics as association president, "I said we don't take our teaching seriously enough. We may be too free to teach our own speciality, rather than what students need to know. If you have a big department, it usually works out, but sometimes the only course that's open may be a history of 19th-century railroads in Tennessee."

As Lieberman said, "With the Fourth fast approaching, I can think of no better way to celebrate the anniversary of America's independence than for us to remember what moved a determined band of patriots to lay down all for liberty, and then to promise never to forget." Of course, you can't forget what you never learned.

[From World News Now, July 3, 2000]

A HISTORY SURVEY TAKEN AT 55 TOP COLLEGES IN U.S.

ANDERSON COOPER. A new survey shows that most college seniors don't know jack about American history. Jim Sciutto here was an American history major but we'll talk to him about that later. Seniors at 55 top colleges and universities including Harvard and Princeton, almost 80 percent of them got a D or an F on a high school level history test. Apparently only 23 percent knew that James Madison was a principle framer of the Constitution. But on the upside, 99 percent knew who Beavis and Butthead were. Don't worry, sleep safely.

GEORGE WILL. Yes, Beavis—Identify Beavis and Butthead.' That was one of the questions.

DEREK MCGINTY. Three percent missed that, though, which I was wondering who they were.

GEORGE STEPHANOPOULOS. I'll—I'll—I'll confess. I took the test and I got—I got two wrong. But I think George is on to something. I actually taught at—at Columbia the last couple of years, and they have a core curriculum which helps. What I saw among the students now is they're in some ways very—so much smarter than students in the past. Their SAT scores are through the roof, but they don't necessarily know as much because they're not getting this concentrated teaching in history and other subjects.

SAM DONALDSON. Derek, a lot of white Americans look at some courses that introduce African history at the expense of US history and they say, 'They got it wrong.'

Mr. MCGINTY. Well, I mean, you're acting like there's only room for one. I think you have to have an inclusive view of history . . .

Mr. DONALDSON. I'm not acting any way, but I'm asking you about that because what I told you is correct. A lot of white Americans look at these courses and say, 'Well, I should be studying Texas history.'

Mr. MCGINTY. Well, I think they should be studying history as it—as it goes. It shouldn't be African or anything else. It—it never was that before, you know. Just when it was—to began to become—become more inclusive, suddenly it was African or whatever. I think that there is room to have a wide-ranging knowledge without leaving out anybody's history.

Mr. COOPER. And that was some of "This Week" from yesterday.

JIM SCIUTTO. We have the quiz right here. And Anderson has not taken it, so I'm going

to take this opportunity to ask him a couple of questions.

Mr. COOPER. Uh-huh, Do you know what they teach you in your first year of correspondence—of anchor school, by the way?

Mr. SCIUTTO. Never be quizzed on air, right.

Mr. COOPER. Exactly.

Mr. SCIUTTO. George W. Bush should have learned that lesson.

Mr. COOPER. Do you want to know what other questions you're never suppose to . . .

Mr. SCIUTTO. See, he's stalling so I can't ask him a single question.

Mr. COOPER. I'm using up time is what I'm doing.

Mr. DONALDSON. I want to now come to something that has nothing to do with politics. It has to do with education. Published in the New York Times is an interesting History 101 quiz. It was not given by the Times, but someone gave this to 55 universities. These are college seniors and Harvard and other prestigious schools were included. Here were some of the questions and some of the percentages of right answers.

Number one. Folks, play along. Who was the American general at Yorktown? William T. Sherman, Ulysses S. Grant, Douglas McArthur, George Washington. Derek:

Mr. MCGINTY. George Washington.

Mr. DONALDSON. Well, only 34 percent—34 percent—got that right.

Number two. John Marshall was the author of Roe vs. Wade, Dred Scott and Kansas, Marbury vs. Madison, Brown vs. the Board of Education. George:

Mr. WILL. Marbury vs. Madison.

Mr. DONALDSON. That's correct. I mean, the great chief justice. Twenty-one percent of college seniors got that right.

Number three. The Battle of the Bulge occurred during the Vietnam War, World War II, World War I, the Civil War. I could add the Peloponnesian War. George Will:

Mr. WILL. World War II.

Mr. DONALDSON. World War II.

Mr. WILL. Sam . . .

Mr. DONALDSON. Well, let me just tell them—only 37 percent got that right. But what do you make of this?

Mr. WILL. Well, all of these seniors at some very prestigious schools, I don't know all of them, but they included Harvard, Princeton and Brown. All these schools had one thing in common: none of them have an American History prerequisite requirement for graduation.

Mr. DONALDSON. Why not?

Mr. WILL. Well, that's an excellent question, having seen that.

Mr. MCGINTY. If we're fair, though, some of those questions that had the lower percentages—because some of the answers 70 and 80 percent did get correct—some of the more obscure questions were . . .

Mr. SCIUTTO. Who said "Give me liberty or give me death?"

Mr. COOPER. And my options are?

Mr. SCIUTTO. Patrick Henry, James Madison, John Hancock, or Samuel Adams.

Mr. COOPER. Patrick Henry.

Mr. SCIUTTO. Right on. You're watching World News Now.

[From CNN Late Edition With Wolf Blitzer  
July 2, 2000]

WOLF BLITZER. Time now for Bruce Morton's "Last Word." On this holiday weekend, when we celebrate America's past, some, it seems, may have to go back and hit the history books.

BRUCE MORTON, CNN correspondent. Independence Day is coming up—a good time to think about U.S. history, a subject Amer-

ica's young adults may not have a very good grasp of these days. A new survey asked randomly selected seniors from the country's top colleges and universities, among them Amherst, Harvard, Stanford, 34 multiple choice questions about American history.

Ninety-nine percent knew that Beavis and Butthead were TV cartoon characters. Eighty-nine percent knew that Sputnik was the first man-made satellite. Just one in four, 26 percent, knew that the emancipation Proclamation said that slaves in Confederate territory were free. Just 60 percent knew that the Constitution was the document which established the division of powers between the states and the federal government.

Thirty-eight percent correctly said Valley Forge was the lowest point in America fortunes during the Revolutionary War. Twenty-four percent said Bunker Hill was. Asked who was the American general at Yorktown, where the British surrendered ending the Revolutionary War, 34 percent correctly said George Washington, but 37 percent picked Ulysses Grant, a Union general in the Civil War.

Only 23 percent, correctly picked James Madison as the father of the Constitution. Fifty-three percent Thomas Jefferson, who instead wrote the Declaration of Independence, signed 224 years ago this week.

Forty percent knew it was accused spy Nathan Hale who said, "I regret that I have only one life to give for my country." Just 22 percent knew that the phrase "government of the people, by the people, and for the people" came from Lincoln's Gettysburg Address. Thirty-one percent said the U.S. Constitution, 43 percent the Declaration of independence.

One student of the 556 surveyed got all 34 questions right. Two students tied for worst—two questions right, the score of 6 percent. Overall, the average was 53 percent right. Put another way, if this had been a regular college test, 65 percent would have flunked, 16 percent gotten Ds, and 19 percent C or higher. Why such poor scores? Maybe because 100 percent of the colleges and universities in this survey, require no American history courses; 78 percent require no history at all.

A philosopher named George Santayana once wrote, "Those who do not remember the past are condemned to repeat it." What if he was right?

Happy Independence Day.

I'm Bruce Morton.

[From the Chicago Tribune, July 2, 2000]

JEFFERSON, NOT "THE JEFFERSONS"

(By William Hageman)

Another wave of college graduates is heading off into the real world, armed with degrees and eager to make their mark. Just don't ask them anything about history.

The American Council of Trustees and Alumni recently commissioned a survey of more than 500 college seniors from some of the top colleges and universities in the U.S. According to the results, four out of five seniors quizzed received a grade of D or F on history questions drawn from a basic high school curriculum. How bad was it?

—Only 34 percent of the students surveyed could identify George Washington as an American general at the Battle of Yorktown, the culminating battle of the American Revolution.

—Only 22 percent knew the line "Government of the people, by the people, for the people" came from the Gettysburg Address.

—Only 26 percent were familiar with the Emancipation Proclamation.

But all is not lost. Ninety-nine percent of the students knew who the cartoon characters Beavis and Butt-head are, and 98 percent could identify the rap singer Snoop Doggy Dogg.

On second thought, maybe all is lost.

[From the Boston Herald, July 2, 2000]

HISTORY'S GREEK TO THEM

"Don't know much about history," goes the refrain to an old pop tune. According to a survey by the American Council of Trustees and Alumni, it should be the theme song at America's elite institutions of higher education.

In the survey of seniors at 55 of the nation's top schools, including Harvard and Princeton, nearly 80 percent received a "D" or "F" grade on a 34-question, high-school level American history exam.

Most didn't know that the U.S. Constitution establishes a division of power in the national government—a real brain-teaser.

While 99 percent were familiar with the foul-mouthed cartoon characters Beavis and Butthead, only 23 percent identified James Madison as the principal framer of the Constitution.

None of these colleges has an American history graduation requirement, and 78 percent have no history requirement at all.

Public schools share responsibility for this tragedy. American history is too often relegated to minor league status, squeezed in amid the trendy programs du jour.

Sen. Joseph Lieberman, (D-Conn.), and others have introduced a resolution calling on administrators, trustees and state officials to strengthen the teaching of American history at all levels. When you're starting with next to nothing, there's nowhere to go but up.

[From the Dayton Daily News, July 5, 2000]

INFO-AGE STUDENTS MISSING IT

(By Mary McCarty)

Welcome back to work. If we can believe our daily newspapers—and of course we can, every blessed word—we spent this extravagant gift of a four-day weekend in style: traveling, barbecuing, ooh-ing and aah-ing over dozens of area fireworks displays.

But not, apparently, teaching our young anything about the significance of the holiday.

Sunday's New York Times raised the question: What in Bunker Hill do our college seniors know about history?

The Times reported that a Washington-based nonprofit, the American Council of Trustees and Alumni, conducted a survey of 556 seniors at 55 "leading colleges," including Harvard and Brown. They asked 32 high school-level history questions, throwing in a couple of pop-culture gimmies.

One student scored 100 percent. The average score was 53 percent.

Ninety-nine percent could identify Beavis and Butthead as cartoon characters.

But, given four multiple-choice answers—with the answers staring them in the face as expectantly as Regis Philbin—a mere 22 percent could place the phrase "Government of the people, by the people, for the people" in the Gettysburg Address.

Ninety-eight percent knew that Snoop Doggy Dog is a rap artist; 28 percent knew the Battle of the Bulge took place in World War II.

Thirty-eight percent guessed that the "lowest point in the Revolutionary War" was Valley Forge.

Yikes! These are the scions of the Information Age. An unprecedented amount of

knowledge is literally at their fingertips, only a mouse click away. Miles and miles and miles of memory. Yet their cultural memory banks appear to be running alarmingly low.

Is that their fault or ours?

How long has it been since American history was truly part of the national conversation?

Over the four-day weekend, we did Fourth of July with all the trimmings: Fireworks, hot dogs and mustard, cookouts. Only once, during that time, did any of our friends mention the significance of the holiday. That was Zafar Rizvi of Butler Twp. He was born in Pakistan.

He brought us an essay making the Internet rounds, "Remembering Independence Day." "Have you ever wondered what happened to the 56 men who signed the Declaration of Independence?" the essay begins, and proceeds to elaborate, in gruesome detail.

At Zafar's insistence, we reluctantly turned our attention away from the grill. "I didn't know any of these things!" he exclaimed.

He wanted to know. "I think a lot of times people take for granted the freedom that they have—the right to vote, freedom of religion, the right to change the system," he said. "I never voted until I became an American citizen."

Zafar hasn't missed a change to vote in 15 years. He brings his 9-year-old son with him. He wears an "I voted" sticker back to the office.

He thinks it's important not only that we exercise our present-day freedoms, but also that we remember and celebrate our past. "A lot of people don't know the sacrifices made by their grandparents and great-great-grandparents," he said. "The Fourth of July is always a great feeling. I'm proud to be an American."

Maybe Harvard should appoint him honorary professor. We seem to be in danger of raising future generations with gigabytes of information instantly at their disposal.

And none of it engraved in their hearts.

[From the Hartford Courant, July 2, 2000]

#### HISTORY IS A MYSTERY TO MANY

Maybe it's not surprising that far more college seniors can identify Beavis and Butt-head than can describe James Madison's role in framing the Constitution. But it's disconcerting nevertheless.

A test to measure the teaching of American history was given to seniors at 55 top colleges and universities, including Harvard and Princeton. Administered by the Center for Survey Research and Analysis at the University of Connecticut, the 34-question test revealed a depressing dearth of knowledge about the United States. Nearly 80 percent of this country's best and brightest got a D or an F. More than a third of the students didn't know, for example, that the Constitution established the division of powers in American government.

Thomas Jefferson, who understood better than most that democracy depends on an educated public, must be tossing in his grave. Those who have knowledge about the nation's past are more likely to be invested in its future and to participate in its democratic processes. Sen. Joseph I. Lieberman quoted the sage of Monticello as saying, "If a nation expects to be ignorant and free, it expects that never was and never will be." The United States seems "well on its way to testing this proposition," Mr. Lieberman said.

Across the years, students have always been more familiar with the popular culture

of their own era than with history. But perhaps never during the life of the Republic have so many known so little about the past.

One of the reasons is the weakening of curriculums. The UConn study found that none of the 55 colleges taking part in the survey require American history for graduation. Only 78 percent of the schools require students to take any history classes. Course catalogs are filled with too much politically correct drivel.

Mr. Lieberman is part of a bipartisan group in Congress that has introduced resolutions in the Senate and House calling on boards of trustees, college administrators and state education officials to strengthen American history requirements at all levels of the educational system. Ordinarily politicians should keep their hands off curriculums, but somebody has to speak up about the sorry state of history instruction today.

[From the Chicago Sun-Times, July 4, 2000]

#### UNHAPPY COURSE OF HUMAN EVENTS

Today is Independence Day, the day we observe the July 4, 1776, signing of the Declaration of Independence. Oh, for you college kids out there? That's . . . independence . . . from . . . England.

We feel compelled to make that clear after reading the other day about a recent history quiz given to seniors at 55 top universities and colleges. The results of the 34-question American history test—high school level, at that—revealed that nearly 80 percent of the students received a D or an F.

The sorry showing revealed that college students—our, gulp, future leaders—are rather illiterate, history-wise. Beavis and Butt-head? Ninety-nine percent knew those cartoon miscreants. James Madison? the "Father of the Constitution" was accurately identified by only 23 percent.

The survey was commissioned by the American Council of Trustees and Alumni, which used it to bemoan the back seat that history courses have taken in many of the nation's universities. "Students are allowed to graduate as if they didn't know the past existed," said one of the study's authors. That is a damning indictment of the nation's colleges and schools. Surely, one of the functions of education is to pass on the responsibilities of citizenship. Too many kids leave high school unable to read; now we have evidence that too many leave college unable to answer the most fundamental of history questions.

Those who do not remember the past are doomed to repeat it, was the warning of philosopher George Santayana. But we don't have to wait long to see the consequences of being disconnected from our history. Every election it becomes more and more apparent as voter turnout declines. Too many Americans have forgotten—or never learned about—the blood, sweat and tears that have been shed in the past for the freedoms we enjoy—and take for granted—in the 21st century. Young people have a particularly disappointing level of non-involvement at the ballot box. They are ignorant of this country's tradition of representative democracy, its record of expanding liberty and the duty of responsible adults to participate in our republic's political life.

Is it any wonder so many young people see no relevance in politics?

[From the Detroit News, July 2, 2000]

#### BEAVIS MEETS "THE PATRIOT"

The new Mel Gibson movie, *The Patriot*, a historical epic about the American Revolu-

tion, opened on this most patriotic of weekends to generally upbeat reviews. If the results of a recent survey are considered, however, one wonders where its audience may be.

The survey indicated that 80 percent of college seniors, tested at some of this nation's most prestigious schools, could not pass a very basic quiz on American history.

Only 23 percent, for example, correctly identified James Madison as the principal framer of the U.S. Constitution. However, 99 percent knew who Beavis and Butt-head were. So they certainly wouldn't be expected to know much about how the War for Independence was conducted in South Carolina 220 years ago.

The survey results are hardly a surprise, given the way that history has been watered down, politically cleansed or eradicated for an entire generation of students. The universities chosen for the study were, in fact, selected on the basis of not requiring any American history course for graduation.

The English critics, who tend to take history a good deal more seriously, have complained that Mr. Gibson's film is perfectly beastly to the Brits. And in fact the Revolution, for all its glorification in American folklore, was a nasty, vicious war on both sides. It wasn't pretty, but it's a real part of U.S. history.

Mr. Gibson is, of course, a major star who turned *Braveheart*, a film about the 13th-century struggle of Scots under William Wallace to be free of English rule, into a box office success. One of its big scenes featured the hero's soldiers baring their backsides in a gesture of defiance.

Not much of that went on in the Revolutionary War. If it had, Mr. Gibson may have found a way to bring in the Beavis and Butt-head crowd.

[From Newsday (New York, NY), July 4, 2000]

#### LIFE, LIBERTY AND PURSUIT OF BARBECUE

(By James P. Pinkerton)

July 4 was once known as Independence Day, but now it's simply "The Fourth of July." The sense of history that once motivated parades and patriotic displays is gone, maybe forever.

So today those who know that the Fourth commemorates the 56 signers of the Declaration of Independence, who risked all for "life, liberty, and the pursuit of happiness," are joined by those who see the holiday as an opportunity for barbecue, fireworks and party-hearting. And, although there is nothing wrong with revelry, remembrance is even better.

A new survey of 556 college seniors conducted by the American Council of Trustees and Alumni finds that, while 99 percent can correctly identify the cartoon characters Beavis and Butt-head, only 45 percent know even vaguely when Thomas Jefferson, principal author of the Declaration, served as president.

And, while 98 percent can identify the rap singer Snoop Doggy Dog, only 34 percent know that George Washington was the commander at the Battle of Yorktown, which settled the question of American independence.

To be sure, there's often an element of snobbery in polls that show Americans don't know much about history. No doubt many of the heroes of Yorktown, Gettysburg or the Battle of the Bulge had little or no formal education (although surviving veterans of that last Nazi offensive in late 1944 might be dismayed to know that just 37 percent of college seniors recognize the Battle of the Bulge took place during World War II).

But this poll was different: It wasn't directed toward ordinary students but rather toward students at 55 leading liberal-arts colleges, including Harvard and Princeton.

George Santayana, an Ivy Leaguer, once wrote that "those who cannot remember the past are condemned to repeat it." But just the opposite can be argued, too: Those who don't remember the past are doomed, or perhaps destined, never to repeat it.

It's possible that the United States has reached such a high plateau of economic prosperity and technologically based military superiority that the old values of heroism and sacrifice are no longer deemed necessary.

As evidence, consider the most useful look at the state of the union in print today: a new book, "Bobos in Paradise: The New Upper Class and How They Got There," by David Brooks. Bobos—a neologism combining "bourgeois" and "bohemian"—are defined as "the new information-age elite" for whom "self-cultivation is the imperative, with the emphasis on self."

So much, then, for the dying words—"I only regret that I have but one life to lose for my country"—of Revolutionary patriot Nathan Hale (whom just 40 percent of the college seniors could identify).

Freely identifying himself as a Bobo, Brooks writes, "We're not so bad. All societies have elites, and our educated elite is a lot more enlightened than some of the older elites, which were based on blood or wealth or military valor."

It would be easy to dismiss Bobos as selfish hedonists with no larger interests beyond themselves, but that wouldn't tell the whole story.

It's more accurate to assert that the Bobos, and all other less-well-off Americans who follow their politico-cultural leadership, are developing loyalties to newer ideas and institutions that seem more relevant to them than the American heritage.

For example, while the Stars and Stripes are as scarce as chewing tobacco in Bobo neighborhoods, it's easy to find environmentally-themed bumper strips, window decals, even flags and banners. Similarly, other cultural and political beliefs—from abortion rights to gay rights to gun control—are visibly represented in Bobo enclaves.

If patriotism can be defined as loyalty to the group, then Bobos are patriotic in their own fashion. Their loyalties are tilted away from the nation-state and toward new categories that often transcend national boundaries.

But even Brooks, bard of the Bobos, worries that Americans have drifted away from patriotic moorings.

"The Bobo task," he writes, "is to rebuild some sense of a united polity, some sense of national cohesion."

That's what "Independence Day" was once all about.

But today "interdependence" seems to many to be a more useful concept. If so, then maybe history, with all its bloody memories, really can be a thing of the past.

But, if not, the Bobos of today will have a hard time summoning up old-fashioned patriotism out of the fog of forgetfulness.

[From the Roanoke Times & World News,  
July 3, 2000]

#### DON'T LET AMERICA'S HISTORY FADE AWAY

Suppose you had to pass a pop quiz on America's history before you could eat a hot dog or take in a fireworks display tomorrow in celebration of the nation's founding. Could you?

Or are you in the category with about 80 percent of seniors at some of the nation's top colleges and universities who—according to a survey released last week by the University of Connecticut—are more familiar with America's bad boys Beavis and Butt-head than with America's Founding Fathers and the principles that guided them?

If the answer to the last question is "yes," perhaps you should skip the hot dogs and fireworks and instead attend one of the many naturalization ceremonies that will be held tomorrow for immigrants to become American citizens.

Those immigrants must pass a test about U.S. history and government, and often, say some officials of the Immigration and Naturalization Service, they are more knowledgeable on the subjects than many folks born, bred and educated in the USA.

OK, pretend the game isn't "Who Wants to Be a Millionaire" but "Who Wants to Be an American?" Pretend the stakes are—more valuable than money—the freedoms and privileges that most Americans consider their birthright. Could you, as immigrants must, correctly answer such questions as:

Why did the Pilgrims come to America? Name the 13 original states. What did the Emancipation Proclamation do? How many amendments are there to the Constitution? Why are there 100 members of the U.S. Senate? Who has the power to declare war? Who was Martin Luther King Jr.? Who is the commander in chief of the U.S. military? Which countries were our enemies during World War II? What are the two major political parties in America today? Who selects Supreme Court justices? What is the basic premise of the Declaration of Independence?

Granted, many immigrants participating in naturalization ceremonies tomorrow might think Dr. Martin Luther King Jr. (rather than Abraham Lincoln) freed the slaves. But few would confuse Jerry Springer with Patrick Henry, and almost all would know that the basic premise of the Declaration of Independence is that "all Men are created equal" and "are endowed by their Creator with certain unalienable Rights."

Any American born-and-bred college senior who doesn't know that should be flogged around the ears and jowls with a raw wiener.

[From the Ledger (Lakeland, FL), July 2,  
2000]

GIVE ME LIBERTY OR GIVE ME . . . BEAVIS?  
OPINION

(By Thomas Roe Oldt)

They say the kiddies don't know much about history. And we're not talking little kiddies, either. We're talking college seniors from the nation's allegedly top universities.

"They" are the Center for Survey Research and Analysis at the University of Connecticut, which recently conducted a review of what those seniors know about American history.

Turns out, not much. Given a 34-question multiple-guess high school exam on the subject, 80 percent received a D or F.

More than a quarter couldn't pick the leader of the Abolitionist Movement when given a choice among four people, three of whom weren't even alive prior to the Civil War.

Defining "Abolitionist" doubtless would have been a problem, but the kiddies were saved the embarrassment of being subjected to an exam even moderately comprehensive.

When asked to select the time frame of the Civil War in 50-year increments from 1750 to 1950 and beyond, 40 percent were stymied.

When it came to Supreme Court Justice John Marshall, 67 percent couldn't pick him

as the author of *Marbury v. Madison*. The other choices included two 20th century picks, *Roe v. Wade* and *Brown v. Board of Education*.

Asked under whose administration the Korean War began, 65 percent thought it was someone other than Harry Truman.

The source of the phrase "Government of the people, by the people, for the people" was misidentified by 78 percent of respondents.

Only 26 percent knew that the Emancipation Proclamation freed slaves only in areas of the Confederacy not held by the Union. Reconstruction was believed by all but 29 percent to refer to something other than readmission of the Confederate states and protection of the rights of former slaves. Almost 60 percent thought it referred to repairing physical damage caused by the Civil War.

While 72 percent knew that Joseph Stalin was leader of the Soviet Union when the United States entered World War II, some picked Peter Ustinov, the actor. Too bad for the millions who died under Stalin, a very bad actor, that Ustinov wasn't head honcho. Thomas Jefferson was thought by 53 percent to be "Father of the Constitution" and 23 percent believed John F. Kennedy uttered the words, "I regret that I have only one life to give for my country."

Thirteen percent identified Sitting Bull as the phrase-maker who came up with "Speak softly but carry a big stick."

Basic cultural stuff, all in all.

But take heart! Speaking of base culture, all but 2 percent could identify Beavis, Butthead and Snoop Doggy Dog. It's a good thing Our Future Leaders weren't asking about world history. If the Magna Carta posed problems for them—only 56 percent got it right—imagine what the Hundred Years War would do?

So as an Independence Day weekend public service exercise, here is a simple quasi-world history exam sent in by a friend. Try this out on your college senior.

1. How long did the Hundred Years War last?
2. Which country makes Panama hats?
3. Where do we get catgut?
4. In which month do Russians celebrate the October Revolution?
5. What is a camel's hair brush made of?
6. The Canary Islands are named after what animal?
7. What was King George VI's first name?
8. What color is a purple finch?
9. What country do Chinese gooseberries come from?
10. How long did the Thirty Years War last?

While it's highly tempting to stretch this out over two columns in order to fill the greatest possible space with the least imaginable effort, it doesn't seem fair. So here are the answers?

1. 116 years, from 1337 to 1453.
2. Ecuador.
3. From sheep and horses.
4. November, since the Russian calendar was 13 days behind ours in 1917.
5. Squirrel fur.
6. The Latin name was *Insularia Canaria*, "Island of the Dogs."
7. Albert.
8. Distinctively crimson.
9. New Zealand.
10. At last! Thirty years, from 1618 to 1648.

On the advice of counsel, there will be no disclosure as the columnist's grade. Suffice it to say that the American history exam offered much less resistance.

Thomas Roe Oldt is a Winter Haven-based columnist for The Ledger. His opinion column appears on Sunday.

[From the Times-Picayune, July 4, 2000]  
STUDENTS SHOULD AT LEAST KNOW GEORGE  
(By James Gill)

"The Patriot" is released at the same time as the latest survey to conclude that young Americans don't know squat.

What they are ignorant of on this occasion is American history, "they" being seniors at such tony schools as Harvard, Princeton and Brown. If they catch the flick, they may learn a thing or two about the Revolutionary War, which appears to be a closed book right now.

If your kid's an Ivy League hot shot who hasn't yet seen "The Patriot," please do not spoil it by revealing how that war turned out. Since Mel Gibson is the star, they will probably have their money on Australia.

Ok, let us not exaggerate, for it is not necessary. The American Council of Trustees and Alumni asked 556 students 34 easy questions. Although multiple choice made them even easier, only one kid got them all right, and the average score was 53 percent.

But the students are not so savvy as the numbers suggest. Two of the questions were gimmes, with only 1 percent failing to identify Beavis and Buttthead as television cartoon characters and 2 percent laboring under the misapprehension that Snoop Doggy Dog was either a Charles Schultz cartoon, a mystery series or a jazz pianist.

Some of the answers suggested to serious questions, moreover, were too outlandish for consideration. Anyone not knowing who was leader of the Soviet Union at the outbreak of World War II, for instance, should not have had much trouble ruling out the English actor Peter Ustinov or the late Yugoslavian premier Marshal Tito. The fourth option was Khrushchev. The students did better on that question than on most, with 72 percent plumping for Stalin.

For 32 of the questions, four possible answers were suggested—five for each of the other two. A troglodyte asked to complete the survey might therefore expect to score close to 25 percent with the aid of a pin.

If the survey is to be trusted, the most privileged and educated of American kids are worth two troglodytes. Perhaps it is best if we do not know what the ratio is in Louisiana public colleges.

Today's students have such a shaky grasp of the revolutionary era that even George Washington is quite a mystery to them. Only 34 percent identified him as the American general at Yorktown, and 42 percent as being "first in war, first in peace and first in the hearts of his countrymen."

One suspects that these kids must have been in puckish mood, deliberately giving wrong answers. It is hard to believe, for instance, that anyone could get through grade school without knowing that Patrick Henry said, "Give me liberty or give me death." Yet there we have 34 percent of college seniors who purportedly do not know.

It is not that these kids have anything against the revolution. They are just as ill-informed about everything else.

A stock question in these surveys seems to be when the Civil War took place. Not precisely, of course, but within 50 years. The results are always shocking. This time there were five answers to choose from, starting with 1750-1800 and ending with the half-century now about to conclude. A pathetic 60 percent nailed it.

Applicants for American citizenship have to know more than plenty of these guys. A standard question for immigrants, for instance, is what the Emancipation Proclamation was all about, and there is no multiple

choice. Of the students in this survey, 26 percent chose the right answer. Only 52 percent knew that the division of powers between the states and the federal government is spelled out in the Constitution.

Ask about anything—the Federalist Papers, Alexis de Tocqueville, the Scopes trial, the Monroe Doctrine—and a profound ignorance is revealed. Let us hope that Henry Ford was right when he said, "History is more or less bunk," and George Santayana was wrong when he said, "Those who cannot remember the past are condemned to repeat it."

Unfortunately, one suspects that Ford was about as good at philosophy as Santayana was at making cars.

While college seniors appear to be lacking in intellectual curiosity, today's sixth-graders, The New York Times reports, are under such pressure to excel in school that they study constantly and may "suffer tension headaches and bouts of anxiety."

Maybe everyone should make time to go see a movie.

[From The Reporter, July 2, 2000]

HISTORY 101: AMERICANS FLUNK WHEN IT  
COMES TO U.S. KNOWLEDGE  
(By Amy Baumhardt)

If the words, "Give me liberty or give me death," sound only vaguely familiar, you apparently have plenty of company.

According to a recent survey, nearly 80 percent of seniors at 55 top colleges and universities—including Harvard and Princeton—received a D or F on a 34 question, high school level American history test. Yet, 98 percent were able to recognize the music of recording artist Snoop Doggy Dogg and 99 percent could identify cartoon characters Beavis and Buttthead.

How is this possible? Sixth District Rep. Thomas Petri, R—Fond du Lac, is asking the same question.

Petri has joined with U.S. Sen. Joseph I. Lieberman, D-Conn., to announce the introduction of a resolution expressing "the importance and value of United States history" and calling on boards of trustees, college administrators and state officials to strengthen American history requirements.

On June 27, the Petri-Lieberman bill was introduced, urging colleges to take seriously the need to teach American history.

Petri said, "As we prepare to celebrate the Fourth of July, it is particularly appropriate to emphasize our need to know U.S. history. He added, "A basic knowledge of United States history is essential to a full and informed participation in civic life. It is also the one bond that brings together our diverse peoples into a single nation with a common purpose."

Petri feels that "when we lose our civic memory, when we lose our understanding of the remarkable individuals, events and values that have shaped our experiment in self-government, we are losing much of what it means to be an American."

Local high school history teachers and college professors agree, to a point.

The consensus seems to be that history is obviously important. However, today's teachers are placing less of an emphasis on specific dates and times and more concentration on the overall impact history has on the lives of Americans.

"In my classroom, I teach my students historical concepts," said Lisa Steinacker, history teacher at Goodrich High School. "I think it gives kids a better understanding of why things are the way they are today."

At Ripon college, Professor Russell Blake shares the same philosophy.

"There needs to be an assurance that all citizens have some understanding of American history. However, I am not so much concerned that the students know exact dates but that they learn how to acquire historical knowledge."

Acquiring the knowledge doesn't seem to be a problem in the Fond du Lac area, especially on the high school level.

Steinacker was pleased to announce that history was the highest scoring subject on standardized tests for Fond du Lac students.

"I think that speaks highly for the K-12 curriculum in this area," she said.

Blake has no complaints on the college-end either.

"I think as a teacher, I will always have the wish that students would know more, but I have been a professor at Ripon since 1981 and have seen no decline in my students' performances," he said.

Perhaps Petri is correct in assuming the problems lies in the fact that many students, once they reach the college level, are no longer required to take U.S. history courses.

At present, students can graduate from 100 percent of the top colleges and universities in the nation without taking a single course in U.S. history. At 78 percent of the institutions, students are not required to take any history at all.

"The focus always seems to be on math and science," said Steinacker. "An understanding of history is important to be a well-rounded individual."

With the Fourth of July, the day of American independence, fast approaching, the need for historical understanding seems relevant to fully appreciate the holiday. Most of us enjoy a holiday on the Fourth, but do we know why?

Here's a quick history lesson:

Independence Day is the national holiday of the United States of America, commemorating this nation's split from England and the beginning of self government.

U.S. colonists were angered with King George III, due to England's "taxation without representation" policy. When nothing was done to change the situation, colonists took matters into their own hands.

In June 1776, a committee was formed to compose a formal declaration of independence. Headed by Thomas Jefferson, the committee included John Adams, Benjamin Franklin, Philip Livingston and Roger Sherman.

Together the men created the document that Americans still cherish and abide by today . . . the Declaration of Independence. The Continental Congress approved this document on July 4, 1776.

American history helps to define the nation's culture. It is not possible to bury the past if we hope to have a prosperous future.

Like Goodrich teacher Mike Dressler said last week, "The purpose of learning about history is so we don't repeat it."

EDUCATION: WHO'S BURIED IN GRANT'S TOMB?

(A) BEAVIS AND BUTTHEAD, (B) LEE, (C) GRANT, (D) BRAINS OF TODAY'S COLLEGIANS

Like other Americans, many of this year's graduating seniors from the nation's top colleges and universities celebrated Independence Day with fireworks and barbecues. But according to a recent survey sponsored by the American Council of Trustees and Alumni, a Washington-based non-profit organization that promotes academic excellence in higher education, those graduates would have better spent the day learning what the Fourth of July means in history.

In the survey, the Roper organization last fall asked 556 seniors at the 55 highest-rated



colleges and universities to complete a test on 34 high-school-level questions about American history. What do they know about their own country's past? Not much. Only one-third of the students could correctly answer more than 60 percent of the questions, even with a couple of pop-culture gimmicks thrown in; just one correctly answered all of them. Overall, the average score was an appalling 53 percent.

How badly ignorant are the nation's young best and brightest about American history? Match yourself against the elite from Stanford, UC-Berkeley, UCLA, Harvard and other top colleges by taking the same test. Find out who are the real Yankee Doodle Dandies.

1. When was the Civil War?
  - a. 1750-1800
  - b. 1800-1850
  - c. 1850-1900
  - d. 1900-1950
  - e. after 1950
2. Who said "Give me liberty or give me death"?
  - a. John Hancock
  - b. James Madison
  - c. Patrick Henry
  - d. Samuel Adams
3. What is the Magna Carta?
  - a. The foundation of the British parliamentary system
  - b. The Great Seal of the monarchs of England
  - c. The French Declaration of the Rights of Man
  - d. The charter signed by the Pilgrims on the Mayflower
4. The term Reconstruction refers to:
  - a. Payment of European countries' debts to the United States after the First World War
  - b. Repairing of the physical damage caused by the Civil War
  - c. Readmission of the Confederate states and the protection of the rights of black citizens
  - d. Rebuilding of the transcontinental railroad and the canal system
5. Are Beavis and Butthead . . .
  - a. A radio show
  - b. Television cartoon characters
  - c. A musical group
  - d. Fictional soldiers
6. The Scopes trial was about:
  - a. Freedom of the press
  - b. Teaching evolution in the schools
  - c. Prayer in the schools
  - d. Education in private schools
7. The Emancipation Proclamation issued by Lincoln stated that:
  - a. Slaves were free in areas of the Confederate states not held by the Union
  - b. The slave trade was illegal
  - c. Slaves who fled to Canada would be protected
  - d. Slavery was abolished in the Union
8. The purpose of the authors of the Federalist Papers was to:
  - a. Establish a strong, free press in the colonies
  - b. Confirm George Washington's election as the first president
  - c. Win foreign approval for the Revolutionary War
  - d. Gain ratification of the U.S. Constitution
9. Sputnik was the name given to the first:
  - a. Telecommunications system
  - b. Animal to travel into space
  - c. Hydrogen bomb
  - d. Man-made satellite.
10. The Missouri Compromise was the act that:

- a. Funded the Lewis and Clark expedition on the upper Missouri River
- b. Granted statehood to Missouri but denied the admission of any other states
- c. Settled the boundary dispute between Missouri and Kansas
- d. Admitted Maine into the Union as a free state and Missouri as a slave state
11. Which document established the division of powers between the states and the federal government?
  - a. The Marshall Plan
  - b. The Constitution
  - c. The Declaration of Independence
  - d. The Articles of Confederation
12. When was Thomas Jefferson president?
  - a. 1780-1800
  - b. 1800-1820
  - c. 1820-1840
  - d. 1840-1860
  - e. 1860-1880
13. What was the lowest point in American fortunes in the Revolutionary War?
  - a. Saratoga
  - b. Bunker Hill
  - c. Valley Forge
  - d. Fort Ticonderoga
14. In his farewell address, President George Washington warned against the danger of:
  - a. Expanding into territories beyond the Appalachian Mountains
  - b. Having war with Spain over Mexico
  - c. Entering into permanent alliances with foreign governments
  - d. Building a standing army and strong navy
15. The Monroe Doctrine declared that:
  - a. The American blockade of Cuba was in accord with international law
  - b. Europe should not acquire new territories in Western Hemisphere
  - c. Trade with China should be open to all Western nations
  - d. The annexation of the Philippines was legitimate
16. Who was the European who traveled in the United States and wrote down perceptive comments about what he saw in "Democracy in America"?
  - a. Lafayette
  - b. Tocqueville
  - c. Crevecoeur
  - d. Napoleon
17. Identify Snoop Doggy Dog.
  - a. A rap singer
  - b. Cartoon by Charles Schultz
  - c. A mystery series
  - d. A jazz pianist
18. Abraham Lincoln was president between:
  - a. 1780-1800
  - b. 1800-1820
  - c. 1820-1840
  - d. 1840-1860
  - e. 1860-1880
19. Who was the American general at Yorktown?
  - a. William T. Sherman
  - b. Ulysses S. Grant
  - c. Douglas McArthur
  - d. George Washington
20. John Marshall was the author of:
  - a. Roe v. Wade
  - b. Dred Scott v. Kansas
  - c. Marbury v. Madison
  - d. Brown v. Board of Education
21. Who was the "Father of the Constitution"?
  - a. George Washington,
  - b. Thomas Jefferson
  - c. Benjamin Franklin
  - d. James Madison
22. Who said, "I regret that I have only one life to give for my country"?

- a. John F. Kennedy
  - b. Benedict Arnold
  - c. John Brown
  - d. Nathan Hale
  23. What was the source of the following phrase: "Government of the people, by the people, for the people"?
    - a. The speech: "I have a Dream"
    - b. Declaration of Independence
    - c. U.S. Constitution
    - d. Gettysburg Address
  24. Who was the second president of the U.S.?
    - a. Thomas Jefferson
    - b. James Madison
    - c. John Adams
    - d. Benjamin Franklin
  25. Who was president when the U.S. purchased the Panama Canal?
    - a. Theodore Roosevelt
    - b. Jimmy Carter
    - c. Franklin D. Roosevelt
    - d. Woodrow Wilson
  26. Who was the leading advocate for the U.S. entry into the League of Nations?
    - a. George C. Marshall
    - b. Woodrow Wilson
    - c. Henry Cabot Lodge
    - d. Eleanor Roosevelt
  27. Who said, "Speak softly but carry a big stick"?
    - a. William T. Sherman
    - b. Sitting Bull
    - c. John D. Rockefeller
    - d. Theodore Roosevelt
  28. The Battle of the Bulge occurred during:
    - a. The Vietnam War
    - b. World War II
    - c. World War I
    - d. The Civil War
  29. Which of the following was a prominent leader of the Abolitionist Movement?
    - a. Malcolm X
    - b. Martin Luther King Jr.
    - c. W.E.B. Du Bois
    - d. Frederick Douglass
  30. Who was the president of the United States at the beginning of the Korean War?
    - a. John F. Kennedy
    - b. Franklin D. Roosevelt
    - c. Dwight Eisenhower
    - d. Harry Truman
  31. When the United States entered World War II, which two major nations were allied with Germany?
    - a. Italy and Japan
    - b. Italy and Poland
    - c. Italy and Russia
    - d. Russia and Japan
  32. Social legislation passed under President Lyndon B. Johnson's Great Society program included:
    - a. The Sherman Antitrust Act
    - b. The Voting Rights Act
    - c. The Tennessee Valley Authority
    - d. The Civilian Conservation Corps
  33. Who was "First in war, first in peace, first in the hearts of his countrymen"?
    - a. George Washington
    - b. Woodrow Wilson
    - c. Dwight Eisenhower
    - d. Abraham Lincoln
  34. Who was the leader of the Soviet Union when the United States entered World War II?
    - a. Peter Ustinov
    - b. Nikita Khrushchev
    - c. Marshal Tito
    - d. Joseph Stalin
- The answers, along with the percentage of respondents who answered correctly:
1. C/60; 2. C/66; 3. A/56; 4. C/29; 5. B/99; 6. B/61; 7. A/26; 8. D/53; 9. D/89; 10. D/52; 11. B/60; 12.



B/45; 13. C/38; 14. C/52; 15. B/62; 16. B/49; 17. A/98; 18. E/44; 19. D/34; 20. C/33; 21. D/23; 22. D/40; 23. D/22; 24. C/73; 25. A/53; 26. B/69; 27. D/70; 28. B/37; 29. D/73; 30. D/35; 31. A/67; 32. B/30; 33. A/42; 34. D/72.

#### WE IGNORE HISTORY AT OUR OWN PERIL

Is it really surprising that 99 percent of college students can identify "Beavis and Butthead" as television cartoon characters but fail to identify key figures and concepts in American history?

The only eye-raising revelation in the study by the Center for Survey Research and Analysis at the University of Connecticut was that the students surveyed were seniors at the nation's top 55 top colleges and universities, including Harvard and Princeton.

Nearly 80 percent of the students received a D or F on a 34-question, high school level American history test. They had trouble identifying Valley Forge, words from the Gettysburg Address or the basic principles of the U.S. Constitution.

During this Independence Day weekend, this apparent ignorance takes on a greater significance as we ponder the words of Thomas Jefferson.

No. Not because Jefferson's DNA is being analyzed on Court TV over that nasty paternity battle. He was the principal author of the Declaration of Independence. Remember, "We the people . . ."

Naw. That guy Adams came up with the "We the people . . ." slogan. "We the people . . . in order to brew a tastier beer." That's Samuel Adams. We are talking about James Madison, the president and lead author of the Constitution and Bill of Rights.

Rep. Tom Petri, R-Fond du Lac, was among the four members of Congress last week that promises to introduce a resolution calling on boards of trustees, college administrators and state officials to strengthen American history requirements in all levels of the educational system.

A high percentage of colleges and universities don't require a single U.S. history class for graduation—lending an unusual understanding to the phrase "higher education." Even so, high school graduates should not get a degree unless they know the basics of American history.

"As we prepare to celebrate the Fourth of July, it is particularly appropriate to emphasize our need to know U.S. history," Petri said. "Without that familiarity, we lack an understanding and appreciation of the democratic principles which define and sustain us as a free people—namely liberty, justice, tolerance, government by the consent of the governed, and equality under the law."

Although the most a Congressional resolution can do is raise awareness, we were glad to see Petri help bring this troubling information to light.

Is it any wonder that we cannot get people to vote or involved in civic life?

We are not teaching our children why it is so absolutely important.

The final thought: Americans should be ashamed that so many young people are ignorant about U.S. history.

Madam Speaker, I reserve the balance of my time.

Mr. GEORGE MILLER of California. Madam Speaker, I yield myself such time as I may consume.

Madam Speaker, I rise in support of Senate Concurrent Resolution 129, and I want to thank the gentleman from Wisconsin (Mr. PETRI) for bringing this to the floor.

We frequently hear concerns regarding the adequacy of education our children are receiving in the areas of math, science, and technology. Indeed, our committee, Congress, and the community as a whole currently focuses a great deal of attention on improving programs aimed at increasing the literacy of students in these subjects. We should, of course, continue to pursue excellence in the areas of math, science and technology, if we intend for the United States to remain a world leader in the increasingly competitive global economy.

However, is it not just as important that our citizens understand and appreciate the history of this great Nation, the democratic principles that define and sustain this Nation, such as liberty, justice, tolerance and equality under the law? For in the words of the third President of the United States, Thomas Jefferson, "If a Nation expects to be ignorant and free, it expects what never was and never will be."

However, as my colleague, the gentleman from Wisconsin (Mr. PETRI), has already stated, according to a recent study commissioned by the American Council of Trustees and Alumni, knowledge of American history in today's students is sorely lacking.

According to this study, which surveyed students from the top colleges and universities of this Nation, less than 20 percent of today's students could pass a high school level American history exam. Barely half possess the basic knowledge about American democracy and the Constitution.

We are not talking here about very difficult subjects, but we are talking about the great history of this country, the great history of the documents and theories of government that govern this Nation. We are talking about the roles of Thomas Jefferson, James Madison, George Washington, about the Constitution and the Declaration of Independence. These are basic fundamental tenets of this Nation. They are also basic and fundamental tenets that so many other nations aspire to, and yet we find out that knowledge of these documents and of this Nation's history is sorely lacking.

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The purpose of this resolution is to call attention to that problem and to try and get people to understand the need to pursue the knowledge of history in this country and the history of this Nation to better serve the Nation as we govern it.

I would like to thank the involvement of John Patrick Diggins, one of my former professors, at that time at San Francisco State who is now at the State University in New York, and I want to thank again my colleague, the gentleman from Wisconsin (Mr. PETRI) and Senator LIEBERMAN and Senator GORTON for introducing this legislation

in the Senate, and I would hope that all of my colleagues would support it.

Madam Speaker, I reserve the balance of my time.

Mr. PETRI. Madam Speaker, I have no further requests for time.

Mr. SKEEN. Madam Speaker, I would like to take this opportunity to thank the House for the expedited consideration of Senate Concurrent Resolution 129, Expressing the sense of Congress regarding the importance and value of education in United States history. In the House of Representatives I had the honor of cosponsoring, along with four other members of Congress, Congressman PETRI's House Concurrent Resolution 366, our companion resolution.

In many ways this resolution could be one of the most important legislative efforts this Congress makes this year. What we are asking is for America's colleges and universities to review their curricula and add requirements in United States history. Many of us were shocked to find out that 100 percent of the nation's top institutions of higher learning no longer require United States history as a prerequisite to graduate. Almost as shocking is the 78 percent of schools that have eliminated any history requirements.

Related to this news was the fact that the Roper organization conducted a study of students from these institutions and found a shocking level of history illiteracy. In fact many could not answer history questions that are found on 8th grade tests. This is not good news for our nation. Our next generations deserve more guidance from us and that what this resolution calls for.

Our citizens, to fully participate in our government and in our civilization need to understand where this nation has been. They need to know the sacrifices our parents and grandparents made for our democracy. They need to be able to fully celebrate the historical successes we have had and they also need the knowledge to beware of the mistakes we have made as a nation. Many will say that history is cyclical. We still have much to learn as individuals and even more to learn as a nation. History education can teach us much. It will provide us with the information we need to pass on to the future generations. It will provide the road map for a great future. I am extremely proud to be a cosponsor of this important resolution.

Mr. KIND. Madam Speaker, this great country has an incredibly rich history. From the great Native American civilizations to the current era of global engagement, American history describes an incredible, sometimes turbulent journey toward the greatest democracy in the world. If the statistics cited in this bill are accurate, it is a shame so many of our college graduates know so little about that history.

I am proud to sit on the subcommittee on Higher Education, particularly since six universities are located in my district. It is important that we promote U.S. history in our colleges and universities to ensure that our future generations know we developed as a society and a culture. For example, the Constitution embodies our most cherished beliefs of democracy, liberty, justice, and equality. The fact that scarcely half of the college students recently tested knew even general information about

the principles and institutions that make up the backbone of our country is sadly unacceptable. We cannot afford to have our colleges graduate historically illiterate citizens.

I admit I have a personal passion for history, and for me I benefit from working in Washington and city's close proximity to so many historical treasures. In particular I truly enjoy visiting the sites of the Civil War to pay homage to the men and women. Such opportunities have allowed me to actually experience parts of our history, and the excitement and interest of these places are only enhanced by reading about them and studying them beforehand.

I am also a student of European history, in particular, the history of 20th Century Europe. In this information age and new economy I would like to point out to college students that world history also remains important to their education. Learning the history of other cultures will greatly prepare them for their future in this rapidly changing world.

Improvement of education remains one of my top priorities in Congress. Therefore, I support this bill in order to encourage our college students to learn the history of their nation; a history that laid the foundation for their current and future opportunities.

Ms. JONES of Ohio. Madam Speaker, I rise today in support of S. Con. Res. 129, which recognizes the importance of education in U.S. History. Last week, we celebrated the 224th birthday of the United States. Within this historic context, this resolution is particularly fitting because throughout American history, education has enabled Americans to embrace opportunity.

For African-Americans, literacy was key to ending the bondage of slavery. For Americans of every background, education has been the key to escaping poverty. For this reason, we in Congress bear significant responsibility for increasing support to educational programs, such as Head Start, Title I, Pell Grants and other aid to college students, particularly students who are the first in their families to attend college. We know that disadvantaged students are more likely to drop out of high school and college without completing a degree. Yet, most jobs that pay a living wage now require knowledge of technology and training beyond high school. It is our responsibility as a wealthy nation to provide students with the support needed to graduate, join the economic mainstream and contribute to our national success story.

Moreover, in our current consideration of welfare reform, we have seen that targeted education and training can provide a leg up for working poor families to raise earnings and escape poverty. In the Eleventh Congressional District of Ohio, Cuyahoga Community College has done an excellent job of reaching out to adults in transition, and in preparing high school students for careers in technology. Around the country, community colleges enable disadvantaged people to realize their own potential and prepare to move into the economic mainstream.

The last seven years of prosperity we have enjoyed have not benefited everyone in our society. Education and training are the keys that will fling wide the portals of opportunity. America was founded on the principles of

"Life, Liberty, and the Pursuit of Happiness." I salute our American history, and the key role of education to ensure opportunity for all.

Mr. PAUL. Madam Speaker, I rise to address two shortcomings of S. Con. Res. 129. I am certainly in agreement with the sentiments behind this resolution. The promotion of knowledge about, and understanding of, American history are among the most important activities those who wish to preserve American liberty can undertake. In fact, I would venture to say that with my work with various educational organizations, I have done as much, if not more, than any other member of Congress to promote the study of American history.

Unfortunately, while I strongly support efforts to increase the American public's knowledge of history, I cannot support a resolution claiming to encourage Americans to embrace their constitutional heritage, while its very language showcases a fundamental misunderstanding of the beliefs of America's founders and the drafters of the United States Constitution. Popular acceptance of this misunderstanding of the founders' thought is much more dangerous to American liberty than an inability to name the exact date of the Battle at Bunker Hill.

In particular, the resolution refers to American "democracy" and the "democratic" principles upon which this country was founded. However, this country was founded not as a democracy but as a constitutional republic. Madam Speaker, the distinction between a democracy and a republic is more than just a matter of semantics. The fundamental principle in a democracy is majority rule. Democracies, unlike republics, do not recognize fundamental rights of citizens (outside the right to vote) nor do they limit the power of the government. Indeed, such limitations are often scored as "intrusions on the will of the majority." Thus in a democracy, the majority, or their elected representatives, can limit an individual's right to free speech, defend oneself, form contracts, or even raise ones' children. Democracies recognize only one fundamental right: the right to participate in the choosing of their rulers at a pre-determined time.

In contrast, in a republic, the role of government is strictly limited to a few well-defined functions and the fundamental rights of individuals are respected. A constitution limiting the authority of central government and a Bill of Rights expressly forbidding the federal government from abridging the fundamental rights of a people are features of a republican form of government. Even a cursory reading of the Federalist Papers and other works of the founders shows they understood that obtaining the consent of 51 percent of the people does not in any way legitimize government actions abridging individual liberty.

Madam Speaker, the confusion over whether America is a democracy, where citizens' rights may be violated if the consent of 51 percent of the people may be obtained, or a republic, where the federal government is forbidden to take any actions violating a people's fundamental rights, is behind many of the flawed debates in this Congress. A constitutionally literate Congress that understands the proper function of a legislature in a constitutional republic would never even debate

whether or not to abridge the right of self-defense, instruct parents how to raise and educate their children, send troops to intervene in distant foreign quarrels that do not involve the security of the country, or even deny entire classes of citizens the fundamental right to life.

Secondly, it is not the proper role of the United States Congress to dictate educational tenets to states and local governments. After all, the United States Constitution does not give the federal government any power to dictate, or even suggest, curriculum. Instead the power to determine what is taught in schools is reserved to states, local communities, and, above all, parents.

In conclusion, by mistaking this country's founding as being based on mass democracy rather than on republican principles, and by ignoring the constitutionally limited role of the federal government, this resolution promotes misunderstanding about the type of government necessary to protect liberty. Such constitutional illiteracy may be more dangerous than historical ignorance, since the belief that America was founded to be a democracy legitimizes the idea that Congress may violate people's fundamental rights at will. I, therefore, encourage my colleagues to embrace America's true heritage: a constitutional republic with strict limitations on the power of the central government.

Ms. SLAUGHTER. Madam Speaker, in 1988, National Endowment for the Humanities issued a report concluding that more than 80 percent of colleges and universities permitted students to graduate without taking a course in American history. Now, thirteen years later, standards have fallen even further with 78 percent of America's elite college and universities not requiring their student to take any history course at all. The results of this lackadaisical approach to learning and understanding our own country's history is devastating.

In a survey conducted by the American Council of Trustees and Alumni, only 23 percent of the students surveyed correctly identified James Madison as the "Father of the Constitution" while 54 percent incorrectly identified Thomas Jefferson. Unfortunately, the final results of the survey are equally embarrassing, with 65 percent of the students receiving a 59 percent or an "F" grade. This is unacceptable.

The poor performance of these students from America's top universities and colleges should serve as a wake-up call to Members of Congress that the academic quality of our history education programs is deteriorating to the point of no return.

But rather than take steps to improve these horrendous statistics with actual education reforms, the majority voted to slash teacher-training and student loan programs and recently rejected my amendment to moderately increase funding for the National Endowment for the Humanities, one of the only agencies that strives to preserve our nation's history through education.

I am a proud co-sponsor of S. Con. Res. 129 and I wholeheartedly agree that Congress needs to eradicate the profound historical illiteracy that currently plagues our nation's young people, but we can do better than to pass a "feel-good, do-nothing" resolution.

Mr. GEORGE MILLER of California. Madam Speaker, I yield back the balance of my time.

Mr. PETRI. Madam Speaker, I yield back the balance of my time.

The SPEAKER pro tempore (Mrs. BIGGERT). The question is on the motion offered by the gentleman from Wisconsin (Mr. PETRI) that the House suspend the rules and concur in the Senate concurrent resolution, S. Con. Res. 129.

The question was taken; and (two-thirds having voted in favor thereof) the rules were suspended and the Senate concurrent resolution was concurred in.

A motion to reconsider was laid on the table.

#### DESCHUTES RESOURCES CONSERVANCY REAUTHORIZATION ACT OF 1999

Mr. WALDEN of Oregon. Madam Speaker, I move to suspend the rules and pass the bill (H.R. 1787) to reauthorize the participation of the Bureau of Reclamation in the Deschutes Resources Conservancy, and for other purposes.

The Clerk read as follows:

H.R. 1787

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,*

#### SECTION 1. SHORT TITLE.

This Act may be cited as the "Deschutes Resources Conservancy Reauthorization Act of 1999".

#### SEC. 2. EXTENSION OF PARTICIPATION OF BUREAU OF RECLAMATION IN DESCHUTES RESOURCES CONSERVANCY.

Section 301 of the Oregon Resource Conservation Act of 1996 (division B of Public Law 104-208; 110 Stat. 3009-534) is amended—

(1) in subsection (b)(3), by inserting before the period at the end the following: "; and up to a total amount of \$2,000,000 during each of fiscal years 2002 through 2006"; and

(2) in subsection (h), by inserting before the period at the end the following: "and \$2,000,000 for each of fiscal years 2002 through 2006".

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Oregon (Mr. WALDEN) and the gentleman from California (Mr. GEORGE MILLER) each will control 20 minutes.

The Chair recognizes the gentleman from Oregon (Mr. WALDEN).

GENERAL LEAVE

Mr. WALDEN of Oregon. Madam Speaker, I ask unanimous consent that all Members may have 5 legislative days within which to revise and extend their remarks and insert extraneous material on H.R. 1787.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Oregon?

There was no objection.

Mr. WALDEN of Oregon. Madam Speaker, I yield myself such time as I may consume.

I appreciate the efforts of the gentleman from California (Mr. DOOLITTLE) and his staff in helping me to bring forward H.R. 1787, the Deschutes Resources Conservancy Reauthorization bill. I also appreciate the support of the gentleman from Oregon (Mr. DEFAZIO) and the gentleman from Oregon (Mr. BLUMENAUER) for this important bill.

The DRC is one of the best examples of a win-win program that I have ever seen. Because it is a consensus-based mission, it brings together central Oregonians from diverse backgrounds and should be the model for other resource management programs across our great country.

The DRC has brought together interests who have historically, at times, been at odds in competing for the limited supply of our resources. Board members include ranchers, the Bureau of Reclamation, the Oregon Department of Fish and Wildlife, the Warm Springs Tribes, the Forest Service, timber companies, developers and environmentalists, all working together and doing exceptional projects on the ground in central Oregon to improve water quality and water quantity.

The beauty of the DRC model is that they are taking scarce Federal dollars and then leveraging them with other grants to obtain the greatest impact. In 1999, the DRC leveraged its \$450,000 appropriation to complete more than \$2.1 million in on-the-ground restoration projects, more than a 4 to 1 ratio. These projects include piping irrigation district delivery systems to prevent water losses; securing in-stream water rights to restore flows to Squaw Creek; providing riparian fences to protect water banks; working with private timber landowners to restore riparian and wetland areas; and seeking donated water rights to enhance in-stream flows in the Deschutes River Basin.

Madam Speaker, I wholeheartedly support the reauthorization of this sound conservation program for another 5 years and support the increase of its reauthorization level. If the authorization level is increased as requested in this legislation, I do not have any objections to including the Department of Agriculture as an additional funding source.

Madam Speaker, I urge my colleagues to support this sound environmental legislation.

Madam Speaker, I reserve the balance of my time.

Mr. GEORGE MILLER of California. Madam Speaker, I yield myself such time as I may consume.

I want to thank the gentleman from Oregon for explaining this legislation. He has done more than an adequate job explaining the values of the Deschutes Resources Conservancy and I urge Members to support this legislation.

Madam Speaker, I yield back the balance of my time.

Mr. WALDEN of Oregon. Madam Speaker, I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Oregon (Mr. WALDEN) that the House suspend the rules and pass the bill, H.R. 1787.

The question was taken; and (two-thirds having voted in favor thereof) the rules were suspended and the bill was passed.

A motion to reconsider was laid on the table.

#### WATER RESOURCES RESEARCH ACT REAUTHORIZATION

Mr. WALDEN of Oregon. Madam Speaker, I move to suspend the rules and pass the bill (H.R. 4132) to reauthorize grants for water resources research and technology institutes established under the Water Resources Research Act of 1984.

The Clerk read as follows:

H.R. 4132

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,*

#### SECTION 1. REAUTHORIZATION OF WATER RESOURCES RESEARCH ACT OF 1984.

(a) WATER RESOURCES RESEARCH PROGRAM GRANTS.—Section 104(f)(1) of the Water Resources Research Act of 1984 (42 U.S.C. 10303(f)(1)) is amended by striking "\$5,000,000 for fiscal year 1996, \$7,000,000 for each of fiscal years 1997 and 1998, and \$9,000,000 for each of fiscal years 1999 and 2000" and inserting "\$9,000,000 for fiscal year 2001, \$10,000,000 for each of fiscal years 2002 and 2003, and \$12,000,000 for each of fiscal years 2004 and 2005".

(b) GRANTS FOR RESEARCH FOCUSED ON WATER PROBLEMS OF INTERSTATE NATURE.—The first sentence of section 104(g)(1) of such Act (42 U.S.C. 10303(g)(1)) is amended by striking "\$3,000,000 for each of fiscal years 1996 through 2000" and inserting "\$3,000,000 for fiscal year 2001, \$4,000,000 for each of fiscal years 2002 and 2003, and \$6,000,000 for each of fiscal years 2004 and 2005".

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Oregon (Mr. WALDEN) and the gentleman from California (Mr. GEORGE MILLER) each will control 20 minutes.

The Chair recognizes the gentleman from Oregon (Mr. WALDEN).

GENERAL LEAVE

Mr. WALDEN of Oregon. Madam Speaker, I ask unanimous consent that all Members may have 5 legislative days within which to revise and extend their remarks and include extraneous material on H.R. 4132.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Oregon?

There was no objection.

Mr. WALDEN of Oregon. Madam Speaker, I yield myself such time as I may consume.

Madam Speaker, in partnership with the U.S. Geological Survey, the Water Resources Research Institutes have the capability to provide important support to the States in their long-term